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PANZER COLLEGE

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the college has graduated 1,200 men and women — about three-fourths of whom are teaching in New Jersey private and public schools. Many are directors of municipal recreation programs.

Some have won fame as coaches of high school athletic teams or as national and international sports officials, but the average Panzer graduate labors more or less anonymously in school systems as the "gym teacher" or the "phys. ed." instructor. Unfortunately, this role in modern education is either often overlooked or played down.

PANZER COLLEGE grew out of a World War I shock which swept the nation when draft boards found one out of three adult males couldn't pass the physical examination. National leaders pondered the question, and many state legislatures, including New Jersey's, saw a simple way out—enact laws to make physical education mandatory in the schools.

That was fine, except that not many trained physical education instructors were available. Interest in physical education had grown informally after the 1880s because of the growth of the YMCA movement, the establishment of German turn vereins (gymnasium clubs) and other athletic clubs, the development of school athletics and the building of college gymnasiums. However, few institutions prepared instructors for the movement.

Randall D. Warden and Matthias H.

Macherey, supervisors of physical training in the Newark public schools, saw a splendid opportunity staring them in the face. Newark long had been a center of gymnasium interest, an outgrowth of the turn vereins sponsored by groups of German athletes. The city had probably the country's most noted public school physical education program, featured by 40 school gymnasiums and 70 paid instructors.

Mr. Warden and Mr. Macherey founded the Newark Normal School of Physical Education and Hygiene

and in September 1917, 43 full-time and 33 part-time students began classes in the Newark Turn Halle in William St. Warden and Macherey gathered a faculty of nine—four in "theory" and five in "practice"—plus a large group of specialists.

ABOVE all, the faculty included Henry Panzer, recognized as one of the world's foremost instructors in gymnastics. By 1919 Mr. Panzer assumed full direction of the growing college and in 1924 the institution

Gymnastic composition with rings in many-purpose building. Ingeniously hung wall drapes can transform area into a pleasant auditorium.

moved to temporary quarters in Temple B'nai Abraham's social center. Finally, in 1926, the college bought the home of LeMaster Institute (secretarial school) at 139 Glenwood Ave., East Orange, and the war-inspired college had found its permanent location.

Things happened quickly in East Orange. A large brick building containing classrooms, laboratories and big modern gymnasium rose behind the original mansion. In 1928 the State Board of Education approved a four-year curriculum and authorized the college to award the degree of bachelor of physical education (changed in 1939 to bachelor of science in education).

Trustees rewarded Mr. Panzer for his decade of work by dropping the old Newark Normal School of Physical Education and Hygiene title and replacing it with the present name. The name not only rewarded Mr. Panzer; students found the name more satisfying—and "Panzer" looked so much better on basketball uniforms than "N.N.S.P.E.&H."

Mr. Panzer died in 1932, but in Dr. Margaret C. Brown, dean and registrar of the college since 1921, the trustees found an able replacement as president. Dr. Brown had received her teacher training in Canada, studied under Mr. Panzer at Chautauqua Summer Institute and had become a

LEFT: Dr. Margaret C. Brown, college dean and registrar since 1921, addressing class. Panzer to Dr. Brown is a "conservatory of movement."





Part of day-long gym activities—workout on parallel bars under supervision of Asst. Prof. Leslie K. Goodwin, and folk dance class (below) directed by Miss M. Evelyn Maloney, assistant instructor.



Field work in community service shows Alma Baumgaertner, West Caldwell, and Philip Pagliaro, Paterson, assisting in recreational activities of United Order of True Sisters' heart clinic, East Orange.



firm disciple of his philosophies and methods.

Panzer College has undergone internal physical changes since 1932, even though outwardly the physical plant still looks much the same. If President Brown sighs at times over the fact that the college is tightly packed into a single acre of ground, including a parking lot, she doesn't let it interfere with her work. Panzer simply does the best it can with what is available.

VISITORS are impressed by the absolute maximum use of space at Panzer. Every foot is used—for classrooms both large and small, meeting rooms, study rooms, library, administrative

offices. Laboratories serve multiple purposes. The big double gymnasium has a sliding door to make two smaller gymnasiums, and ingeniously hung wall drapes can, within an hour, transform the bare gymnasium walls into a pleasant auditorium.

If a college is measured only in terms of floor space and acres, Panzer must be reckoned poor. If measured in terms of full use of facilities, Panzer is rich many times over. Not only does it use and reuse everything at 139 Glenwood Ave., it also takes fullest advantage of city and county park facilities.

Students go "out to park," meaning they travel several blocks up Glenwood Ave. to Watsessing and Brook-

dale parks for their comprehensive program of training in outdoor games and sports. The neat play suits of the Panzer women and the uniform sweat suits of Panzer men are as familiar in west Essex County parks as the trees

Those people who construe Panzer to be an "athletic" school possibly are overly impressed by students "out to park." The fact is that exactly half the time of a student is taken in general courses—English, social sciences and foundation sciences—and another fifth in education courses. That leaves about a third of the time for courses in the theory and methods of health and physical education, and these are not play. These are serious classes where the student acquires the tech-

niques of teaching his special knowledge.

OBVIOUSLY there is emphasis in physical education. That is why these young men and women attend Panzer. But Dr. Brown feels the term "physical education" isn't truly descriptive. "I would prefer physical recreation," she says, explaining that her philosophy embraces the idea that physical education is "everything the muscles can do"—including speech and dramatics, singing, dancing, painting, handicrafts, pageantry and many other things, as well as organized athletics.

There is much to be said for this point of view. If the concern for the physical condition of youth seeks remedies, it is unlikely that they will be found in big-time varsity athletics where 22 young men play football to entertain 70,000 persons of assorted ages.

The program must reach out into many areas over and above varsity sports, physical education authorities agree—into intramural competition; into individual sports such as golf, tennis, archery, and the like, and then into folk dancing, mild gymnastics and corrective exercises for the handicapped. There must be, therefore, infinite variety, limited only by the training and imagination of the leader. That is where physical education comes in.

Dr. Brown sees Panzer College as a "conservatory of movement," wherein this variety of physical education (or recreation) is taught. All day long the college's two gymnasiums are filled with the sounds of a varied program.

ONE gymnasium, for example, will be filled with swirling figures of young men and women learning a European folk dance. Another will present a troupe of black-clad and graceful young women creating in rhythmic movement a modern dance composition. These are regular classes where

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RECREATION SPECIALISTS

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dancing is learned so that it can be taught to others.

At other times in the day the gymnasiums are filled with students learning gymnastics, group games, individual games, officiating and the other numerous things a physical education instructor must know to be successful. These are regularly scheduled classes, but while the gymnasiums are filled, so are the classrooms where academic subjects are taught.

Dr. Brown constantly emphasizes to her students that she expects quality. "Teachers deal with humanity," she points out. "Our graduates have the same responsibility to society as doctors or ministers."

Panzer expects its students to recognize their responsibilities as future teachers. Men are required to wear coats and ties to academic sessions. Guidance is provided for the development of professional deportment and social useage. Panzer athletic teams are taught graciousness in defeat as well as in victory.

One of Dr. Brown's oft-told stories concerns an American athlete she saw at the London Olympic games who broke into outraged sobs because he had lost his race. "He had always won; he could not accept gracefully the fact he had lost," she says in pointing a simple moral to Panzer students.

NOT that Panzer doesn't like to win; it has had its share of exceptional varsity teams in several sports. Particularly remembered is Coach Al Gorton's basketball team which won 44 straight games in the late 1930s and early 1940s to establish an intercollegiate record. Panzer no longer plays football, believing the expense and

the small number of men involved is not justified in the larger physical education program. The current intercollegiate athletic program features soccer, basketball and baseball.

While a small student body can't support modern football, Panzer administrators believe the college's smallness (about 200 students) facilitates ample development of both individual and social responsibilities. "Our objectives aren't just words," Dr. Brown stresses. "From freshman year up we test social relationships and we seek to make professional ethics permeate our every activity."

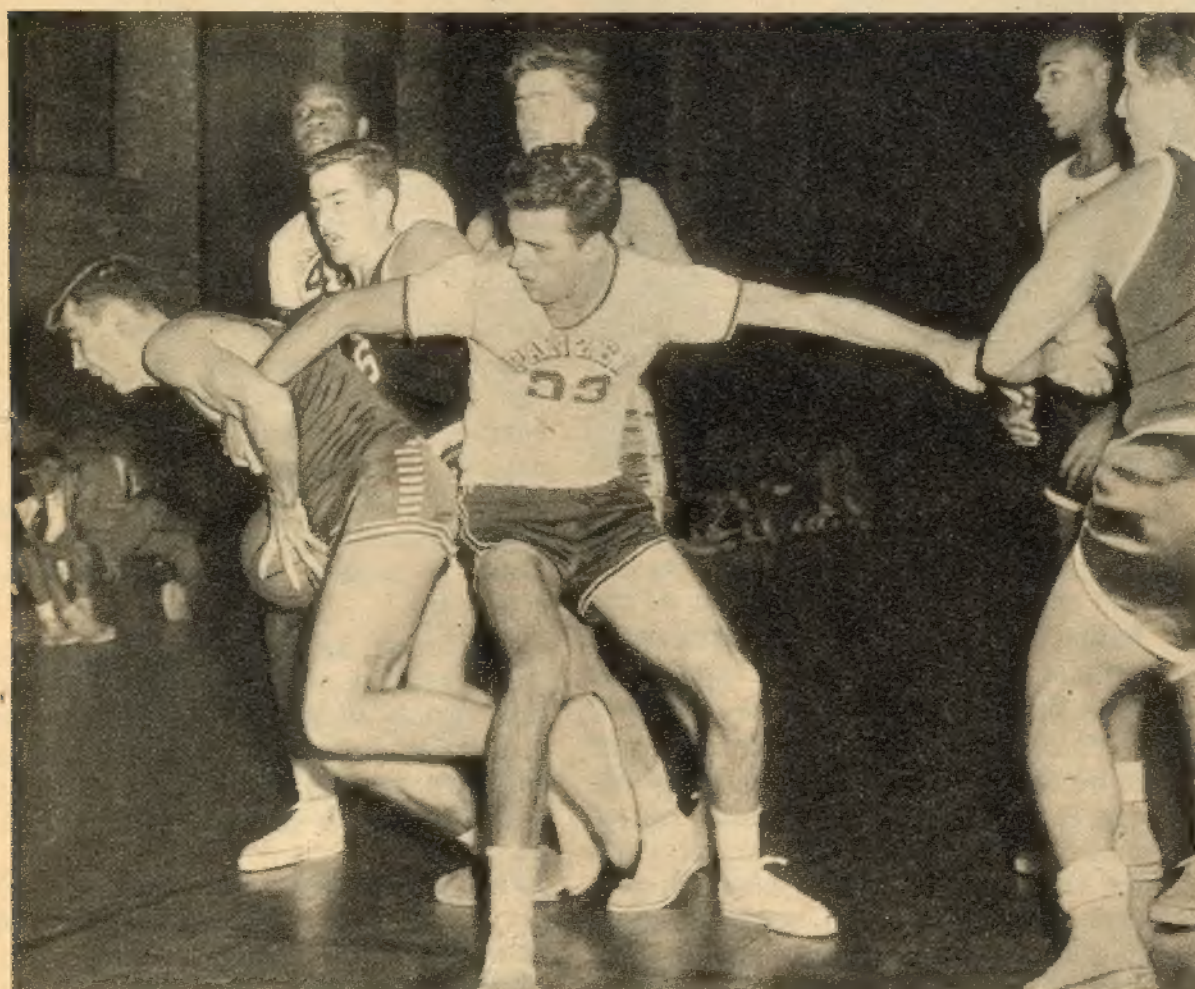
Two required programs demonstrate the steps taken to orient the student in the community responsibility he must eventually assume. In sophomore year every student must spend one afternoon or evening a week in a community recreational activity—such as a YMCA or CYO, a boys' club, a settlement house or a community league. This is a part of the educational process; students are not paid for this work.

Then, in junior year, every student spends Tuesday and Thursday afternoons throughout two full semesters working with atypical children. These are children with heart defects, children who are blind, children whose wracked bodies and twisted muscles render them completely unable ever to become a Willie Mays or a Rocky Marciano—and therefore often automatically eliminated from most traditional physical education thinking.

These sophomore and junior "human laboratories" have earned the gratitude of the community; in 1952 the Social Welfare Council of the Oranges and Maplewood presented to Panzer College the "Community Serv-



Seniors pictured with some of plaques presented Panzer by each graduating class are (from left) Paul Miller, Morristown; Dale Wanner, Nutley; Patricia Grady, Roselle, and Richard Warga, Rahway. **BELOW:** Student Lounge, popular assembly point during study periods.



Panzer, which teaches athletes graciousness in defeat as well as in victory, now confines its intercollegiate sports program to soccer, baseball and basketball. Shown above is "Panther" quintet in an early season game against Kings College at East Orange gym.

ice Award for Outstanding Volunteer Service."

DR. BROWN'S work in her 34 years at Panzer has won her wide respect and many local, state and national honors. Control of the college rests in a board of trustees, but Dr. Brown is the axis on which Panzer College revolves at the dawn of 1956. Throughout those 34 years at Panzer, 23 of them as president, her philosophy of high quality has endured.

Panzer's trustees have no particular pretensions to be large in the future. Dr. Brown wants to see Panzer stay small: "We couldn't carry on our program of individual attention if we were to become big." She would like to see an average graduating class of 40, and attaining that would mean an average student body of about 300. About 50 per cent of all students who enter Panzer fail to finish for academic, physical or other reasons.

While admitting the campus is small, Dr. Brown expresses only the mild wish that the trustees of 1926 had bought more land. If she had that

land, Dr. Brown would like to see a building for more classrooms and more laboratory space. She sees no need for dormitories, because "our students come to us because they like the idea of staying home."

Because they stay home to attend college, Panzer graduates also stay home to work. Only about one in 10 graduates ever leaves the state for a job, although requests come to the East Orange college from states as far away as Maine and Arizona. Last year, for every graduate available, Panzer had eight requests for graduates.

Possibly the White House program for upgrading the physical condition of American youth may serve the nation best by recognizing the importance of the trained physical education teacher. Willie Mays, Rocky Marciano and Bobby Jones can call attention to the program—but they won't do the work.

That will fall to dedicated unknowns in schools and recreation centers and playgrounds across the land, and 1,200 of them will be Panzer graduates.